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The University of Nashville

STATE NORMAL COLLEGE.

HISTORICAL SKETCH,

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Nashville, Tenn., Dec. 1, 1884.

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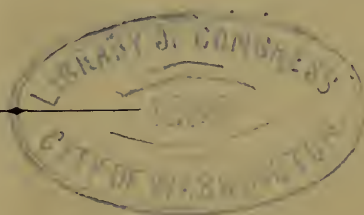


HISTORICAL SKETCH
OF THE
NORMAL COLLEGE,
AT
NASHVILLE, TENN.

AN ADDRESS
BEFORE ITS
OFFICERS' AND STUDENTS

ON ITS
Ninth Anniversary, Dec. 1, 1884,

BY
EBEN S. STEARNS, D.D., LL.D.,
Chancellor of the University and President of the College.



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HISTORICAL ADDRESS.

ON this first day of December, 1884, the State Normal College completes its ninth year. I have been accustomed, on its recurring anniversaries, when possible, to call attention to its early life, and to trace its development from period to period. As now, another year has just been added, closing up its first nine years ; and as, in the course of nature, each year diminishes the number of those who were conversant with its humble beginning, I can not, perhaps, do a greater service to the College, than by asking your patient attention, while I endeavor to recount, and to place on record, somewhat in detail, its important history.

As one of the consequences of the great and general reaction which commenced soon after the close of the late Civil War, the attention of thinking, patriotic men was, with new interest, aroused to the necessity for a more complete and more generally diffused education of the people ; and strenuous efforts were made to establish free schools everywhere. But it was, of course, readily seen, that however great exertions might be put forth to accomplish this object, they would prove of little value, unless some scheme should be devised and intelligently pursued, by which these schools should be properly conducted and taught. The exhaustion of the country, with the poverty and depression of the great mass of the people, consequent upon the war, opposed almost insuperable obstacles to every undertaking of magnitude requiring capital for its prosecution.

The singularly munificent gift of George Peabody, in the month of October, 1866, by which he devoted "millions of his money to providing the means of education for the children of those Southern and Southwestern States which had suffered during the Civil War, without other distinction than their needs and the opportunities of usefulness to them" (Pro. Tr. P. E. Fund, p. 304), at once so bountiful and so timely, did much—perhaps more than all other things—to encourage and infuse new life into the devoted pioneers of an education of the people and for the people, raising the hopes of the philanthropist and patriot that the time would soon come when, the horrors of fraternal strife remembered only as a black page in history, geographical and all other sectional distinctions obliterated, the American people should see eye to eye, and our bright land, for which God has done so much, should stand among the foremost, grand in its material prosperity, but nobler far in its refinement and cultivation of the sciences which develop the human mind, expand industries, and chain the forces of nature—the arts which, while they ameliorate and ennoble man's condition, diffuse the blessings of peace and happiness on all around.

It is not my purpose to eulogize GEORGE PEABODY here, or to repeat the oft-told story of his most useful life ; his name is, and ever will be "a household word" in every part of the civilized world ; and the memory of this noble son of the "Old Bay State" will remain ever fresh and green, until her granite hills crumble to powder, or the mighty Atlantic ceases to beat against her rock-bound shore.

Mr. Peabody, after declaring in general terms the motive and object of his gift, placed it in the hands of a Board of Trust, selected by himself ; many of them his intimate friends, and charged them with its preservation and administration. Such a body of men was probably never before brought together for any purpose ; certainly not in this country and in this age. Such intelligence, extensive learning, wisdom in counsel, eminence at the bar, the forum, in legislative halls, on the highest seats of justice ; the profoundest statesmen, the grandest heroes ; and, when in the course of time, God has called one

and another of them to himself, gentlemen of highest repute in all that is great and good, have taken their places.

The time would fail me, and I might exhaust your patience, should I attempt to speak of each of these distinguished persons in fitting terms, but I can not permit this occasion to pass, without bringing more prominently before you one or two of this Board of Trust, and particularly one whose name is known the world over, and honored as widely as known, one whose ancient and distinguished family, whose rich and varied learning, whose wisdom in counsel, whose fervid eloquence, whose pure and noble heart have commanded a just homage and made him for years the pride, almost the idol, of his native State; Speaker of the House of Representatives of the United States when James K. Polk was President, and foremost in the respect of his countrymen everywhere. I speak of ROBERT C. WINTHROP, the venerated Chairman of the Board from the first; George Peabody's personal friend. It was to him Mr. Peabody imparted in confidence his grand design, before he announced it to the public; he was his counselor, and into his hands he literally piled his "securities." The Southern people owe Mr. Winthrop a debt of deepest gratitude for his great interest in their welfare, and for the far-seeing wisdom and skill with which he has discharged the duties of his office. His constant solicitude for the usefulness, efficiency and development of this College, his wise counsels, never grudgingly given, his steady encouragement and support, his personal friendship, I shall ever hold in most grateful remembrance.

"The Trustees of the Peabody Education Fund," soon after its organization and incorporation, made choice of the late Dr. Barnas Sears, as their principal executive officer, with the title of "General Agent." Dr. Sears, as is well known, was one of the most learned and eminent of American scholars; as an educator, he had had a large experience, and, as a man of affairs, was peculiarly sagacious and far-seeing. His knowledge of men and things was great. Dignified, gentlemanly and conciliatory in manner, firm in what he considered right, he won the confidence and love of all classes of people in a re-

markable degree. Mr. Peabody's Trustees have, I think, always regarded this selection of General Agent as singularly happy. Mr. Peabody himself was still living, when the execution of his trust and the administration of his great donation commenced ; and his Trustees thus had opportunity to learn, from his own lips, the principles on which he wished it to be managed, and to receive his hearty approval of the course they proposed to pursue.

During the next few years, every possible effort was made to place before the people, in the most favorable light, the vast importance of universal public education. By untiring efforts of voice and pen, and a wise, but liberal use of the income of what was now generally known as the "Peabody Education Fund," the communities which had not already done so, were induced to establish common school systems, and organize schools at all the most prominent places of influence.

Then was seen and felt, as never before, the necessity for well-instructed, carefully trained, earnest and faithful persons to manage and to take the charge of them. It was accordingly proposed by the Peabody Trustees, after a few years, to devote, henceforth, a considerable portion of the money at their disposal, to assist in the establishment of one or more Normal or Training Schools, in which young men and women, suitably endowed by nature, in mind, heart and body, should be instructed and qualified to undertake and carry forward this great work of free education.

While the General Agent, Dr. Sears, was casting around for a suitable place for the commencement of such a scheme, a vacancy in the Peabody Board, occasioned by the decease of one of its members, was filled by the election of a Tennessean, a gentleman well-known as a friend of the people, who, by his intelligence and uprightness, had made for himself friends everywhere. He was thoroughly acquainted with the wants of the community, and anxious to advance its interests. He was, too, an old college friend of Dr. Sears, and possessed his confidence.

I do not know with whom the proposition, to establish the contemplated school in Tennessee, originated : it might have been good

Judge Watson,—Dr. Sears, in a notice of his decease, says, the school might not have existed but for him, or possibly, even some other person ; but this much is well known, early in the year of our Lord 1875, the General Agent made a second or third journey to Nashville ; was, I think, the guest of—at all events, was in consultation with—Judge Watson, visited the State Capitol, was welcomed with great heartiness by the popular and distinguished Chief Magistrate, Hon. James D. Porter, was invited to address the State Legislature, then in session, and made, as was naturally to be expected, an exceedingly favorable impression in behalf of his plans, upon all who listened to the words of wisdom that fell from his lips. The Governor was in accord with his views, the Legislature were, at least, well disposed, and all seemed ready to encourage and help on the enterprise. A State Board of Education was established, the organization of a Normal School or Schools was authorized, and colleges, universities, etc., were granted power to make over their property, the whole or in part, for the use of such institutions.

Dr. Sears now offered, in behalf of his Trustees, \$6,000 per annum, to support a normal school in Nashville, provided the State of Tennessee would appropriate an equally large sum for the same purpose. But the session had nearly expired when the proposition was made, or the State felt poor, or the object was not properly appreciated perhaps ; at any rate, no action was had. The enterprise, as far as Tennessee was concerned, would have utterly failed, and the grand opportunity would have been lost, or at least have been indefinitely postponed, had not the ancient University of Nashville come to the front at that moment.

This is not the fitting time to present a history of this well-known institution, now approaching its hundredth anniversary ; and, in the light of her action, then and since, it is unnecessary to descant upon the far-reaching wisdom and most liberal spirit exhibited by her distinguished Trustees. It is enough, that the General Agent of the Peabody Board was not suffered to leave the city after his failure with the State, without an interview. The result was offer and agreement

on the one side and the other, by which the University of Nashville gave the use of its grounds, buildings and funds to the proposed school, as represented by the newly-formed State Board of Education, one of whom was the Judge Watson of whom I have already spoken, another the President of the University Trustees, and an early graduate ; its Chairman, Gov. Porter, a graduate and a Trustee ; and a fourth, a graduate, a son of the second President, and former Chancellor, and for a long time an earnest, unwearied and eloquent advocate of such a school. So that I venture to presume that the act of thus making over, to some extent, for two years, the use of the property and income, to that Board, must have seemed to the Trustees, at the time, not much unlike placing it in the hands of a committee of their own number, with instructions to make the normal school experiment. The transaction was not, however, wholly free from conditions and reserves ; one of the most important of which was, "that its principal officer and his assistants should be selected, and their compensation fixed, by the University Board. They should make their own repairs, improvements," etc.

The State Board of Education formally accepted the proposition of the University of Nashville, as thus presented to them. They, also, courteously waived any legal right they might have had, and invited the Trustees of the University, aided and counseled by, and in full co-operation with, the Trustees of the Peabody Education Fund, to take the necessary steps for organization, select a President, teachers, etc., etc. These gentlemen immediately conferred with Dr. Sears, as it was fully understood and desired by all concerned that they would do ; and modestly presuming that he knew better than they what sort of a man was required to start and carry on the enterprise, as well as where to find him, and remembering too, perhaps, that when found, he would be expected to work in harmony with the great designs of the Peabody Board, by which his salary was to be paid, they requested Dr. Sears to nominate a President.

Soon after this, *my* own intimate personal knowledge of the incipient undertaking commences ; and as neither I, nor any one else, can

complete the history of the past nine years, without frequent and prominent reference to the part I have had in it, I trust I shall not seem liable to the charge of egotism or immodesty in what remains to be said.

Having spent some years as an educator, with, I think, a fair share of success, and achieved a reputation in which I may be permitted to take an honest pride—having had a pretty large acquaintance with normal schools, and been for several years at the head of one which boasts that it was *the first of its kind planted on American soil*,—I had finally settled down as it were, for the last few years, as the head of an institution, organized by myself according to my own notions, with new and beautiful buildings, and endowed with a fund of some \$300,000. But, near the close of a summer's vacation, which had been mostly spent in journeying from place to place, as I felt inclined—as I was resting after a Saturday afternoon's ride—a letter, well-worn and soiled with following me around, was put in my hands. It was from Dr. Sears, who, while I was connected with the State Normal School in Massachusetts, had been the Executive Officer of her State Board of Education. In it, Dr. Sears, after stating briefly what was proposed in Tennessee, went on to say, “The University of Nashville is to be converted into a normal school with very high aims, and we wish to put you at the head of it.” This was my first intimation of what had *been* going on in Tennessee, and was further contemplated. The offer was kind and exceedingly honorable, but I did not see any good reason why it should be given any special consideration, and in order to prevent a greater loss of time, telegraphed at once a negative answer. Courtesy to Dr. Sears, who had done me the great honor to select me for this enterprise, out of the numbers within the range of his acquaintance, required, of course, an additional and more deliberate reply by letter; but though meant to be decided and final, the answer does not seem to have been satisfactory. A second letter soon came from him and others, urging me to review my decision, or at least to go to Tennessee and look the ground over before deciding finally. The time at the command of each party was very short, but the

trip was inviting, and good friends urged me to go, that I might not seem to treat too lightly so honorable an invitation. The visit to Nashville was a short one, included between the morning and evening trains, but it afforded time to see much and hear much, and for a most pleasing and lasting impression to be made upon my mind by the evident enthusiasm and cordiality of those by whom I was received.

Before I left the city, however, I felt obliged to say to these gentlemen, "I am prepared to decide the question *now*, if you desire, and my answer will still be in the negative"; but, as some seemed to think such a decision would be too hasty, I added, "If you prefer that I should take time to consider what I have seen and heard, I will telegraph you my reply soon after my arrival home;" and this opportunity for reflection only confirmed my reluctance to give up my pleasant home and its attractive surroundings—the school, so much to my mind—for a new enterprise, which any one could see would be most difficult and delicate in management, in which much more and harder work would have to be undertaken; a doubtful experiment as things were, at best, in which success would add but little perhaps to a reputation well-earned, and failure would be most disastrous.

But among my personal friends and advisers were many who, like me, sympathized with the South in her trials, who urged me to make the sacrifice; and here I might be pardoned for saying, that the pecuniary inducements held out were not in themselves alluring, for I was not offered, and to this hour have never received, a greater compensation than I had been in receipt of for years.

Four reasons, however, induced me finally to send an affirmative answer to Nashville, viz.: The urgency of friends; The opportunity for doing good in a field of labor not unfamiliar; The hope that, escaping the protracted rigors of a Northern winter, my health might be more permanently assured; and lastly, a cloud of sorrow, which had recently clothed myself and family in mourning, and imparted sadness to my home and its associations. So you will see that the office I have held here the last nine years, was not of my own seeking, and was assumed with not a little shrinking and reluctance.

My reply was received and confirmed by the parties concerned immediately; and the Trustees of the old University made me its Chancellor, with all the rights, duties and privileges belonging to that office, as well as President of the new school.

By the terms of the original agreement, the "Montgomery Bell Academy," then occupying a suite of rooms in this building, was to become connected with the Normal School, and to constitute its "Model or Experimental Department." As it was found to be impracticable to organize the Normal School at once, and as the patrons of the Academy were beginning to be impatient under the delay, the Trustees of the University concluded that it would be best to select for this Academy a corps of teachers and organize it in the manner in which it had thus far been carried on, as a temporary arrangement. Accordingly, Prof. J. W. Yeatman, who had formerly been connected with it; Prof. S. M. D. Clark, also a former teacher, and Prof. W. R. Garrett, who had been a successful teacher in Pulaski and other places, were appointed and placed in charge. So that this Academy was already in operation and occupying rooms, as I have said, in the University building, when the Normal School was opened.

Closing up my business where I had been, as soon as possible, I arrived in Nashville towards the last of October, 1875, and immediately commenced a survey of the field and made preparations to organize the contemplated school.

It must be confessed the prospect was not very cheering. Obstacles of the most formidable proportions seemed to arise on every side. Except the few who had given me encouragement at the outset, the most seemed either ignorant of the object to be secured, or indifferent. That there were those who were hostile to the whole scheme, I do not doubt, but they did not appear actively on the ground. The very surroundings were forbidding. This building, of which we might almost say as did Dr. Johnson of English "Durham's mossy fane," that "it reminded him of rocky solidity and indeterminate duration," was, in important respects, quite another affair from what it is to-day; and,

with its modern furniture and other appliances, would be scarcely recognized by its occupants of nine years ago.

At the suggestion of Dr. Sears and others, I selected, as my assistants in organizing the school, *two ladies*, who were soon here, ready for any good word or work to which they should be called.

These ladies had each been carefully educated and trained in one of the best and most prominent normal schools in the country, as well as elsewhere; the one had had a large, and both a valuable, experience in the business of teaching. One, after a long and successful career, faithful, earnest and skillful in performing the duties required of her, left us for another sphere of usefulness beyond the seas; the other, than whom no institution had ever a more accomplished instructor, more apt to teach, and that in many branches of knowledge, from lowest to highest; more devoted and successful in her work; like generous wine, which each year after the vintage improves, shall each succeeding class of students find, if possible, still better than did the last.

It was finally determined to open the school on the first day of December. As that time approached, much solicitude was felt respecting the number of persons who should be enrolled as pioneer students. By the most careful canvass that could be made, it was ascertained on the evening of November 30th that there might possibly be eight young ladies in attendance. Some one asked, "Will you attempt to organize with so small a number?" "Yes," I replied. "But suppose you do not find more than half that number to-morrow, will you commence?" "Yes," I answered, "I will." "But," said some one of the company, smiling, "if *none* present themselves, what will you do?" "Then," said I, "I will organize *myself* into a Normal School; we begin to-morrow." And on the morrow commence we did. Thirteen young ladies presented themselves, were examined and admitted, and the first steps of organization were taken. To be sure, to make up the number, perhaps, the Secretary of the Board of Education put in his daughter, and I did likewise mine.

In the evening of that memorable first day of December, 1875, the school was more formally inaugurated by appropriate exercises in the

Representatives' Hall at the Capitol. His Excellency, Gov. Porter, presided. Col. Trousdale, then the active and efficient State Superintendent of Public Education for Tennessee; Hon. Edwin H. Ewing, President of the Trustees of the University of Nashville; Judge Samuel Watson, representing the Trustees of the Peabody Education Fund; and the newly-constituted Chancellor and President made addresses, which were afterward published. Music by the U. S. A. Band, at that time stationed here, enlivened the occasion. Then, and thus, the Normal School began its career.

That its growth would be slow and sure, was all that was expected. "Festina lente," said Dr. Sears in one of his characteristic letters. Again, May 1876, "A good Normal School in a great State *must* grow. You ask for suggestions, I will give you one: 'Let patience have her perfect work.'" "Call no man master," he says in another; "do not try to follow any precedents, or any other school, but act according to *your own judgment*." And on these important underlying principles the school has been carried on to this day.

Thus we began. One little room sufficed for chapel, class-rooms, and all school work; philosophical and chemical apparatus, collections of specimens, etc., and books for use in instruction, we had none; an ancient Bible—here it is—was all we found available, and with that good book as our corner-stone, we struck out boldly.

The large publishing house of A. S. Barnes & Co., of New York, had made a large donation of text-books for such schools as were approved and aided by the Peabody Fund, and, in our great necessity and destitution, at the suggestion of Dr. Sears, we attempted to avail ourselves of it. Unfortunately, there was little on this book-list which we could use. Their efficient and popular agent, Mr. J. E. Dorland, visited Nashville about this time, and finding how we were situated, volunteered to make such arrangements with his house as would enable us to avail ourselves of the donation in such books as were adapted to our wants. This aid was most important and timely; and I am glad of an opportunity to place on record a most liberal trans-

action, without which we must have commenced our work at serious disadvantage.

It is proper to state here, that it was the plan at first to charge a moderate tuition of, I think, \$16 a term, for the enjoyment of the privileges of the school. This rule, at my suggestion, was never enforced, and after a time a substitute was introduced in the small fee now charged—"For use of such books as are provided by the College, and to help defray incidental expenses."

Just after the summer of 1876 had closed, the school lost, by death, one of its earliest and most devoted patrons and friends—Judge Samuel Watson. An Eastern man by birth, though a Southerner by adoption and long residence; a college classmate of Dr. Sears at Brown University; tender and affectionate in his social relations; a skilled and trusted man of affairs; a Trustee of the University of Nashville; a member of the Tennessee Board of Education; a Trustee of the Peabody Education Fund; a most intelligent and devoted friend of popular education; he had great influence in the preliminary work of establishing this institution, as I have before indicated. His wise counsels, intelligent co-operation, hearty sympathy and genial smile of encouragement will be always remembered.

During the first year, ending December 1, 1876, the school grew in favor and prospered beyond the most sanguine expectations of its friends. Its first anniversary was not only the occasion of general congratulations, but of an event then wholly novel and unique in its character. These pleasant class-rooms were untidy and dilapidated; as has already *been intimated*, there was no convenient lecture-room, no chapel for daily devotions, no philosophical or other apparatus, no geological or other cabinet, and—worse than all—no money with which to make improvements. These grounds, beautiful as they are, but whose capacity for ornamentation is yet but partially developed, were then but little more than an unsightly pasture, almost destitute of trees and shrubs covered with weeds grassless and graceless. Here, too, the want of money was sorely felt. But I had the good fortune—I have sometimes thought perhaps, the inspiration—to conceive a plan

at this juncture, which resulted in the beginning of a series of outdoor improvements, which, I trust, will never be relinquished until our campus literally "blossoms as the rose."

The scheme was a "grand memorial tree-planting," in which students, teachers, graduates of the University, officers of the State, and all friends were invited to participate. A public meeting was held on the afternoon of December 1, 1876, our first anniversary, in the present lecture-room, where the nature and design of the memorial tree-planting was set forth. Able and eloquent speeches were made, songs were sung by a select choir from the teachers of the public schools—for, though we were already making some noise in the community, we could not offer much music—and finally the whole assembly repaired to the grounds in front and planted three trees, as was fitting, to the memory of Geo. Peabody, Philip Lindsley, greatly distinguished in the line of University Presidents, and in honor of Dr. Barnas Sears, then still living.

Having placed my own spadeful of earth around the roots, teachers, students, members of Montgomery Bell Academy, who assisted at this tree-planting, and friends followed, and thus, by these joint contributions, each tree was planted. Then, on that and succeeding days, nearly every student planted a tree for himself; old graduates of the University planted them in memory of loved classmates; others as a tribute of affection to their own dear ones, already in their many-mansioned home.

It could not, of course, be expected that every tree thus planted would live, but we have been greatly favored, at least, in that particular; and had not our city government, and too many of our citizens, been unwilling to restrain the almost omnipresent cow, and permitted these marauders to break in upon our campus and forage upon our choicest trees, these grounds might, long ago, have been the most beautiful in this region.

The newspapers of the time immediately took up the idea of a "Memorial Tree-planting" with marked approbation, and spread their favorable comments over the land, and this, as stated by Dr. North-

rop, widely connected with Memorial and Arbor Day Tree-planting, in one of his lectures last spring, some of you will recollect, was undoubtedly the first occasion of the kind in the country.

The first annual Commencement was held, and the first class graduated, on the last Wednesday in May, 1877. The occasion was one of great interest and no small solicitude to the friends of the school. With a class of only seven, and a corps of instructors consisting of but *three*, it seemed almost presumptuous to present ourselves before the public in the Masonic Theater; but, confident in the ability of the graduates—knowing well the extent of their acquisitions—we did not hesitate to set them before a generous public as representatives of the new school, and to subject it, through them, to any candid criticism. A newspaper statement before me declares, that “the exercises occurred in the presence of a crowded parquet, dress-circle and gallery.” “Some of the prettiest woodland scenery available was used, and a large stand of flowers placed in the middle of the stage. The front was neatly festooned, a beautiful wreath hanging in the center of the arch.” The students made quite acceptably the music required. The venerable ex-Governor Neil S. Brown delivered a most interesting and valuable address. “Then came the graduating exercises.” I continue to quote. “Miss Lizzie Le Bloomstein (have you ever heard of her?) opened with a ‘salutatory’ on the subject, ‘A Good Cause Makes a Stout Heart.’ She read in a clear, distinct voice, which could be heard with ease at the extreme end of the hall. In closing the essay, her voice assumed a deeper tone to accord with the pathetic nature of her subject, which called forth earnest applause and showers of elegant bouquets.” Thus they spoke of our first Salutatorian, in 1877, and were this a fitting occasion, I am sure multitudes of graduates would acknowledge, with gratitude, that nearly seven years of service in her Alma Mater have won for her a still wider applause, and more copious showers of such bouquets as typify appreciative and loving hearts.

The Trustees of the Peabody Education Fund having, for some twelve years, devoted their income to the establishing and fostering

public schools in the Southern States ; in the year 1876, determined upon a new departure, which should contemplate the gradual withdrawal of aid from the schools, now generally able to sustain themselves, and the application of a much larger proportion of their income to encourage and assist in the education and training of persons to take the charge and instruction of them. Some proposition looking in that direction, made quite early by Dr. Sears, and revised, I think, by the late General Dick Taylor, of New Orleans, gave origin to a resolution, passed in October, 1876, establishing a "limited number of scholarships, for the benefit of all the States aided by the Peabody Fund," worth \$200 a year, for two successive years, at this Institution.

The immediate design of these scholarships was to aid such States as were not able to establish schools for themselves ; not by offering a substitute for normal schools, for such a school filled to overflowing could receive but a very small proportion of the great army of teachers required in the public schools, but by assisting to train *exceptionally promising* young men and women for this business, who, on their return to their own States, should be prepared to illustrate in themselves and their work the most philosophical, thorough, complete and successful forms of public education known in our times, and so become apostles of what, with doubtful propriety, some delight to call "the new education ;" examples of the highest instruction, exerting everywhere a wide and salutary influence upon their brethren and sisters in the work and the people generally.

Twenty-five such "scholarships" were immediately offered to the States on the most liberal conditions of which the case admitted, but met with no response from any of them, until the session of 1877-'78, when, as the result of much effort and the exercise of considerable leniency, a few persons were found ready to seize the offered boon. Georgia and Virginia were the first States to respond to our invitation; and, as my books show, the first scholarship payment made was to seven students, of whom the first on the list was a young lady from Atlanta, Ga. It soon, however, became generally known to the

educational authorities of the States that these important advantages had been offered by the Peabody Trustees, and, since that time, there has been no lack of persons eager to appropriate them. The great difficulty has been for the State Superintendents of Public Instruction of the different States, on whom the duty devolves, to make such selections of candidates as would answer the "conditions" on which the scholarships are to be assigned and enjoyed.

And here I may be permitted to say, that in my relations to these gentlemen, with many of whom I have had some personal acquaintance, and with every one of whom I have had such frequency of correspondence as could not fail to give me a pretty fair knowledge of them as public educators, and of their readiness to co-operate with us whenever and however called upon, with no thought of compensation for their services except the "luxury of doing good," I have formed a high opinion of their general ability. It is pleasant to record my full conviction that in no part of the country can be found in such public offices a corps of more intelligent, earnest, faithful, self-sacrificing gentlemen, comprehending the great duties of their office more fully, and more skillful in meeting them, than the Superintendents of Public Education in the Southern States.

The great event of the year 1878, was a somewhat protracted visit from the wise, beloved and distinguished General Agent of the Peabody Education Fund, Dr. Barnas Sears. The visit was threefold in its purpose. 1st. That he might see for himself this new Institution, and acquaint himself with the nature and success of the work undertaken, both with reference to widely-extended and far-reaching plans for the future, and the adaptation of the instruction and training afforded to meet the views of his Trustees, whose deep interest in its success had been already developed, as well as the immediate and prospective wants of the States proposed to be particularly benefited. 2d. To deliver the annual address at the Commencement; which he did to the great satisfaction of all concerned, and which was deemed by his Trustees as of sufficient importance to be printed in the Minutes of their next annual meeting. And 3d. To consult with the Trustees of

the University of Nashville, and the parties concerned, respecting existing and prospective relations between this Institution and the "Montgomery Bell Academy," still occupying rooms in the University building, and retaining a nominal connection with the Normal School. The result of many conferences was the conviction that this Academy could not be advantageously used as a Model or Training Department, and that any further attempts to convert it into such a department would seriously hazard the best interests of each school. It was accordingly agreed that this connection, such as it was, should be severed, but that, for a few years, until some contracts previously made could be completed, the Academy was to continue its occupancy of a portion of these buildings and premises.

It was at about this time that our school was found to have assumed such a character and proportions as fully entitled it to appropriate to itself the title of COLLEGE, with all and singular, the rights, duties and honors belonging to such a grade, becoming not only a State Normal School as concerns Tennessee, a Collegiate Department of the University of Nashville, but also in accordance with the views of the Trustees of the Peabody Education Fund, a professional College for all the Southern States—not designed, however, to be a substitute for local, State or other normal or training-schools, but a supplement to them all, in which special instruction and training should be carried to as high a degree as circumstances would admit. In my many interviews and protracted consultations with this wisest and best and most patriotic of men, Dr. Sears, the principles were established, and ultimate purposes developed, which have been my guide in the conduct of the College to the present day. And it affords me unspeakable pleasure to acknowledge my great indebtedness to the wisdom and steady support of Dr. Sears, while he lived, as well as most heartily to his no less distinguished successor, Hon. J. L. M. Curry, and others of the illustrious Board of Trust so ably represented.

Passing over many other matters of deep interest, and sometimes of grave importance to the College, I come now to speak, as briefly as the subject will permit, of a crisis in the affairs of the College of the

utmost importance, and on which its future destiny seemed to depend.

The original agreement between the contracting parties, entered into in the spring of 1875, bound the University of Nashville to surrender the use of its grounds within prescribed limits, and the buildings thereon, and the income of their funds, amounting to about \$6,000, to aid in the establishment and support of a Normal School, to be substituted for the customary Literary Department, for two years, on certain conditions, to which reference has already been made.

The Trustees of the Peabody Education Fund were to give a like sum of money for the same object and period of time. The State of Tennessee, as before said, gave nothing; and, of course, its Board of Education deemed it advisable to act rather as a Board of Visitation than otherwise. The contracting parties had no doubt of the success of the enterprise, and, apparently, regarded the limit of two years as a possible safeguard, with no actual intention or expectation of withdrawal at the close of the period. It was, however, confidently expected that the State Legislature, at its next session, would make an ample appropriation of money to relieve, in a measure, or, at least, supplement, the funds derived from the other sources mentioned. But this successive Legislatures declined to do, leaving the whole burden of support and development upon the University of Nashville and the Peabody Trustees. In the meantime, the rapid growth of the College and the high position it had assumed demanded enlarged quarters, more teachers, and the beginning, if no more, of important improvements. The separation of the Montgomery Bell Academy, moreover, reduced the University Fund one-half. The Peabody Trustees, with characteristic liberality and extreme anxiety lest the College on which their hopes for the higher education of Southern teachers so deeply centered, should suffer in consequence, on the representation of the General Agent, increased their appropriation to \$9,000, in consideration also of the fact that an increasing number of students on their scholarships were pursuing their professional studies at the College. A growing uneasiness, however, soon exhibited itself among the

friends of the College—its restricted accommodations; its being obliged to share its premises with the Academy, and its want of still greater funds for the increasing necessities of the institution, with no immediate prospect of a change for the better, together with the apathy of the public in regard to its wants, was truly disheartening. The State was disinclined to render aid; the Trustees of the University of Nashville felt that they were doing even more than could be required of them, and the Trustees of the Peabody Education Fund, with great reluctance, determined to withdraw their interest in the Normal College from Tennessee and transfer it to a more appreciative and genial clime. Proposals of a most liberal and flattering character were made by various States, and notably from Georgia, whither the General Agent was, at length, instructed to remove their interest, provided that, after a careful consideration of the question, it should seem advisable. To effect the preliminary measures for this removal, both Dr. Sears and I were invited to meet the State authorities at Atlanta, where, early in the spring of 1880, the hospitable and courteous Governor, now U. S. Senator, Colquitt, entertained us for several days at the “Executive Mansion,” and where negotiations were at once entered into.

The proposals of the State of Georgia, and of institutions and citizens, were liberal and attractive; but unforeseen difficulties were opened up by the conferences held, having their origin in the State Constitution. It had been *finally settled* that the College was to remain no longer in Tennessee, and any claims she had to offer, as was understood, had been disposed of. To me, personally, the proposed change was, in almost every one of its aspects, to my advantage and pleasing, and yet I could not quite divest myself of the feeling that the ultimate good of the College would be better secured where it was already located than elsewhere, if only the Tennessee parties could be made to see it in the same light and to offer acceptable terms and conditions. Impressed by this feeling, and taking advantage of a delay in the negotiations at Atlanta, I excused myself from the conference, and, without suggestion or advice from any person, took the responsi-

bility of returning to Nashville, where I urged renewed and immediate action on the part of such as could be consulted at so short a notice, and was so far successful in reopening negotiations as to induce the General Agent to postpone, for a day or two, the final decision. The result, in short, was, new efforts and pledges on the part of the Trustees of the University of Nashville, including the removal of the Montgomery Bell Academy into other quarters; requiring the erection of a new building for its occupancy, and of a "Chancellor's residence," at their own expense; an assent to other important changes, which the good of the College required, and a guarantee on the part of friends that not less than \$4,000 in money should be raised for the College with all convenient speed—from the State if possible, but if not, from citizens who promised to pay this sum in larger or smaller subscriptions. The readiness with which all classes of the citizens of Nashville subscribed to this "guarantee fund," and the quickness with which the work was done, was at once an evidence of the appreciative liberality of our people, and a compliment to the College. No history of the College would be complete or just which should fail to note this memorable transaction. In the meantime, I received notice from Dr. Sears that the obstacles in the way of our removal to Georgia were likely to be removed, or made of no account, and leaving the final decision to an explicit "Yes or no, by telegraph." That answer was what you have foreseen; and, as a consequence, the College remains in Tennessee to this day.

The people of Georgia were sorely disappointed; and there were among them those who had sacrificed much time, and had offered to make large gifts to secure the College. They had, perhaps *reasonably*, supposed that the decision would be in their favor, and this would indeed have certainly been the case could all arrangements have been satisfactory, and had not your President assumed the responsibility and been successful in the negotiation referred to. No person could have more thoroughly entered into and appreciated their feelings than I; but the interests involved were of too great magnitude, and too far-reaching in consequences to be controlled by personal feeling on either side; and

I confess it one of the greatest trials of my life, when the responsibility of a final answer was devolved upon me. The magnanimity which these Georgians have ever manifested toward all parties concerned, is as unusual as it is worthy of the highest praise.

If any wish for a more detailed account of these transactions, I would refer them to the Minutes of the Peabody Trustees, and to Commissioner Orr's report to the Legislature of Georgia.

The visit to Georgia with Dr. Sears gave me, for a second time since the organization of the College, and after another course of years, a protracted opportunity to examine with him, in the privacy of his own room, the organization, instruction and management of the College in its minutest details. The result was to give me a confidence in the work I was conducting, and to afford encouragement under many trials, never to be forgotten. These invaluable interviews were ended by my return to Nashville; and it is with deep sorrow I have to record that, when I parted with this great and good man on the steps of the "Executive Mansion," at Atlanta, it was to close, for this world, my personal intercourse, except by letter during a few brief weeks. His last public act was his official signature to a document relating to this College. His decease occurred early in July, at Saratoga, N. Y., whither he had gone with, at best, a forlorn hope of renewing his health. A few days afterward, in the simplest and most appropriate manner, the funeral obsequies were held at Brookline, Mass., near Boston, at which I had the sad honor to assist as a pall-bearer and sole representative of all this extended South country he loved so well, this side of Washington.

Fitting notice of the decease of Dr. Sears was taken by the College at its opening in October, for an account of which you are referred to the Minutes of the Peabody Trustees for that year.

The Trustees of the Peabody Education Fund, after much anxious investigation and consideration, selected from the many candidates offered to their notice as General Agent, Hon. J. L. M. Curry, D.D., LL.D., of Richmond, Va., a gentleman already widely known in public life, and distinguished for his vigorous intellect, his literary attain-

ments, his eloquent and commanding oratory, his knowledge of the Southern people and their wants, and his acceptableness to them. I may also be permitted to add, he was a personal friend of Dr. Sears, well acquainted with the nature of the Peabody Trust and Dr. Sears' views respecting it, and moreover, unquestionably his first choice as a successor. How fortunate this selection, and how wise, efficient and successful his administration of the great affairs devolved upon him, is too well known to require even a passing notice here.

One of the first duties committed to the new General Agent, was the perfecting of the negotiations entered into between Dr. Sears and other parties respecting the permanent location of our Normal College. As a result, the Trustees of the University of Nashville, in accordance with their pledges, commenced to raise upon the property the funds required, and, in due time, removed the Montgomery Bell Academy to the new building erected for its occupancy, and built also a commodious and tasteful dwelling for a "Chancellor's residence."

The Forty-second General Assembly of the State of Tennessee, after much discussion, and for the first time in its history, appropriated a sum of money in aid of the College. Up to this time all appeals had been unnoticed, except by the Assembly previous, which appointed a joint committee to examine the affairs of the College from its beginning in 1785, down through the University of Nashville and the Normal College to the then present time, but which found nothing on which to base even a report. The Forty-second General Assembly was, doubtless, much influenced by the eloquence of Dr. Curry, who made to them a most persuasive appeal, and was stimulated, no doubt, greatly by the efforts of the many gentlemen whose names were attached to the guarantee fund before mentioned; and it is possible—I would not blame them if it were so—the Legislature might have felt like the great man in the Bible, to whom the poor widow's persistent appeals were so disagreeable. At all events an appropriation was made in the spring of 1881, of \$10,000, for two years each, \$2,500 of which was to be appropriated to schools where children of African descent were being educated, and \$2,500, or as much of it as should be required, to

establish State scholarships, of \$100 each, for two years, in Tennessee; so that, practically, this first State appropriation amounted to but little over \$5,000 a year for College purposes, and out of that we were expected to give twenty-five scholarship students free tuition. The first installment of this money was drawn by the College in November, 1881, about three years ago, when it had been already in operation and supported by the University of Nashville and the Peabody Education Fund nearly six years. This aid, though small, was thankfully received, and enabled us to effect some of our most important improvements, and in providing chapel, society-rooms, library, etc.

The succeeding Legislature, that of 1883, went a step further, and, having abolished the State scholarships, accepted the offer of the Peabody Trustees to give to Tennessee a number of scholarships equal to the most favored of the States, amounting now to fourteen, provided the State would appropriate not less than \$10,000, free from all incumbrances, per annum in aid of the College. Twenty thousand dollars would, I suppose, more than cover the entire sum yet drawn from the State Treasury since the College was organized, though the entire sum appropriated has been distributed in the budget for the coming year by the Tennessee Board of Education.

The chapel, where we now are, embraces the space once occupied by the Montgomery Bell Academy, the Erosophian Society, a recitation-room and the University library, separated from each other, except, of course floors and ceilings, by heavy brick walls extending from ground to roof. The old chapel, where we once assembled for devotional and other purposes, has been converted into a commodious lecture-room and a room for the use of the teachers. The cumbrous, unsightly and unhealthful stoves, of which we were obliged to use in this building some sixteen or seventeen, were removed, and steam-heating, by the most approved apparatus, was substituted throughout the building. At the same time, the "old barracks," as it was then called—a large, unsightly and useless pile of brick, erected originally for a military school, and rapidly falling into irreparable decay—was rescued, by placing upon it a new roof, so constructed as to permit the removal of

the most of its supporting walls. These heavy walls were safely removed, and two spacious and appropriate rooms were constructed, one at each end of the building, for the use of the two students' societies now occupying them; and in the removal of the libraries and appurtenances of these societies, so anxious was I lest anything should be injured or misplaced, that, at the expense of many days in the heat of summer, I not only personally superintended the work, but with my own hands placed every book in both of those libraries, in precisely the same order and relative position upon the shelves in which the societies had left them at the close of the session. The University library was in like manner provided for and removed. Thus, though I confess it tasked my engineering skill quite heavily, was Lindsley Hall rescued from destruction and utilized in such manner as to make it an exceedingly valuable building to the College.

The chapel was formally dedicated on the afternoon of May 5, 1882; on which occasion an address was made by the Chancellor, followed by appropriate speeches from the venerable President of the University Trustees, His Excellency Gov. Hawkins, Trustees of the University, members of the Tennessee Board of Education, of the City Government of Nashville, etc. The dedicating prayer was offered by Dr. J. W. Hoyte, and the exercises were enlivened by music, vocal and instrumental, by members of the College.

More recently still, the "Old Faculty House," so called, has been removed, except a portion, which has been converted into one of the finest "Sanitary Gymnasiums" in the South. This was, as some of you already know, dedicated near the close of the last session, and has now been opened for the benefit and enjoyment of our students, under more complete direction than any of the kind known to me, and from which the most important and valuable results are sure to follow.

Besides this, and now approaching completion, we have one of the largest and best equipped working Chemical Laboratories in the region, in which our students are not only to be taught the first principles of chemical science, but their practical application in connection with laboratory work, under the instruction and superintendence of a

learned and skilled master. Here they will be taught the great facts on which the necessities and comforts of daily life most largely depend, and how to apply this knowledge in common schools by the aid of the simplest and cheapest apparatus; and here such as have a natural taste for such studies and the requisite time and perseverance for thorough study and the most extended original investigation, will be able, after their collegiate course has terminated, to perfect their acquisitions. There seems to me to be literally no limit to the advantages to be hoped for by both the College and the community, from such a Chemical Department and such a laboratory as we propose.

Our Normal College, here let me remind you, is not a literary college in the ordinary acceptation of that term, but is, *in nature and design, professional*; its object, the very reason of its being, is unique and well-defined; hence, from beginning to end, from first to last, we endeavor to maintain a strictly professional character. Consequently, all studies are pursued with special reference to their being, in the most scientific, thorough and economical manner, imparted to the children and youth of the country. No lesson or exercise is wholly acceptable unless it can be reproduced in a similar or better manner than that in which the instruction has been received. In other words, "pedagogy," as it is sometimes called, is at the foundation of every study and exercise, from the beginning to the close of the student's course. Were this not the case—were our requirements, necessary as we are now situated, to be relaxed, and the studies to become more general—our number of students, as I have the best of reasons for knowing, would soon become so great, that to find them shelter and proper instruction would be wholly out of the question. I have, from the first, been looking anxiously and hopefully for the time when very much, perhaps the most, of the mere study of branches of knowledge should be done in the unprofessional institutions, and when our work would be merely such reviews as the science of instruction might require, with such additions merely as breadth and fullness of acquisition might demand. But that day, though it evidently approaches, is not yet. I may remark, as I pass on, that, as our object

is to educate and train persons for service in the instruction and management of schools, and especially public schools of every grade, our College, in its very organization, is designed to resemble the highest grades of these schools, with a responsible head and assistants, rather than a collegiate President and Faculty composed of specialists in professors' chairs.

Besides the additions and improvements already effected or in contemplation, to which allusion has been made, there is another which must at a proper time be introduced. I refer to a model or training-school—something like, and yet more extended than the Montgomery Bell Academy arrangement referred to in the earlier part of this address—a graded school composed of children representing the two sexes, and the various ordinary conditions of life; a school which, in grounds, buildings, furniture, and all kinds of equipment, should be as nearly perfect as possible—a model worthy of examination and adoption; a school which, in its organization and conduct, should be typical of the best thought and experience of the age; a school properly officered and conducted so as to preserve continuity of instruction and management, in which our pupils should spend a portion of time in careful observation and another portion in actual practice under the immediate eye of the head teacher, subject to his direction and criticism, and subject to a full and impartial report from both parties to the head of the College. Such a school was connected with the normal school which I taught many years ago in Massachusetts, and from it most important advantages were derived. A still better, or, perhaps, an additional arrangement, will, I hope, in time be effected with one or more of the schools in the vicinity; the attempts thus far made to secure this object in the past have not met with success. Whatever additions or improvements are in progress, or not fully completed, you may be sure that, with a constant eye to the present and prospective wants of this part of the country—to the closest possible adaptation of the education and training it affords to the peculiarities of the people—its friends will never cease to labor for its completest development and highest usefulness.

It has been my somewhat remarkable fortune to organize and conduct this now most important institution for nine years, with what success the proud reputation which our College enjoys in all these Southern States, if no more, abundantly declares; opposed by obstacles, encompassed by difficulties, most formidable in character, and through crises which would have destroyed it, had it been less securely founded, and this, too, with a responsibility to three distinct Boards of Trust, composed of gentlemen of the highest distinction in the State and Nation, with relations to each other and the College imperfectly defined, but all deeply interested in its welfare. I am sure, I shall be pardoned, if, under such peculiar circumstances, I take an honest pride in the fact that I have enjoyed the confidence of these three Boards during so long a period, and that nothing has disturbed our mutual harmony.

The deep and still growing interest felt by the "Trustees of the Peabody Education Fund," whose venerated and most distinguished President, in his opening address to his colleagues at their last annual meeting in New York, calls it "Our great Normal College at Nashville," will not be diminished so long as its success continues to realize their hopes and expectations.

The Trustees of the University of Nashville will still generously devote their spacious and beautiful campus and its classic buildings—a heritage rich indeed, if estimated at present money values alone—to secure for it an appropriate home.

And the State of Tennessee through its Board of Education will, it is confidently believed, continue its fostering regard and aid in its support.

And should the time come, not many years hence, when the Peabody Fund shall lay down the great trust it has administered with such signal wisdom and usefulness to our country so many years, according to the will of its illustrious founder, I confidently believe that our Normal College will be found, in the beauty of its grounds, the appropriateness of its buildings, its facilities of every kind for carrying out their well-known views for the higher education of

teachers, and in its substantial success worthy to be remembered with favor.

I regret that, in closing this perhaps too extended address, I can not speak to you in fitting terms of many of the individual members of the three Boards of Trust, to whom I have had occasion to allude. Of two or three I have already spoken. Would time permit, I would like to bring more prominently before you such men as Ex-Governor Porter, an Alumnus and Trustee of the University of Nashville, whose words of encouragement, when I first saw him in his office in yonder Capitol, did much toward determining my connection with this enterprise, whose wise counsels I have so highly valued, whose friendship I have so long enjoyed, whose many visits to the College, from time to time, were so welcome, and amid the clustering honors of whose administration, none in the coming ages will shine with greater luster than the Normal College he so hopefully fostered. His recent election to the Peabody Board was but a natural and most fitting tribute to him as a scholar, statesman, gentleman, and cordial supporter of their great purposes. I would like to speak of Dr. W. P. Jones, one of the pioneers of Common Education in the South, and a life-long advocate of public schools as the very corner-stone of freedom and republican institutions, a gentleman whose high moral principle and unflinching integrity, as well as great ability in the execution of many most important trusts, public and private, have won for him the imperishable regard of his fellow-citizens, and to whose timely counsel and efficient aid this College owes its lasting gratitude.

Of Dr. J. R. Lindsey, formerly Chancellor of the University, the learned and accomplished historian of Tennessee, to whose early and persistent efforts in behalf of popular education, the whole South is greatly indebted.

I would speak of Hon. A. J. Porter, also an Alumnus and Trustee, whose wise advice and prompt assistance in many a doubtful case, I have never sought in vain. Of Col. Reese, one of the very first to welcome me to Nashville; and many others with whom I shall ever regard it as an honor to have been associated, and whose personal

friendship will be prized as long as memory lasts. But I must close.

In an early letter from Dr. Sears, he says, "Under the fostering care of Boards of Trust, this College is destined to become the pride of the South." Often and most hopefully has this expression been repeated, and as I have reviewed its nine years' history, and noted its steady progress and development, its widely extended reputation in all these States, I am justified in declaring with gratitude to God, who has so signally blessed it, my belief that the realization of these hopes is not distant.

APPENDIX.

Names of persons composing the Board of Trust interested in the Normal College, at its organization, December 1, 1875.

Trustees of the Peabody Education Fund.

HON. ROBERT C. WINTHROP, Pres't,	Massachusetts.
HON. HAMILTON FISH,	New York.
GEN'L ULYSSES S. GRANT,	United States Army.
HON. JOHN H. CLIFFORD,	Massachusetts.
HON. WILLIAM AIKEN,	South Carolina.
HON. WILLIAM M. EVARTS,	New York.
GEORGE W. RIGGS, Esq.,	Washington.
SAMUEL WETMORE, Esq.,	New York.
GEORGE PEABODY RUSSELL, Esq.,	Massachusetts.
HON. SAMUEL WATSON,	Tennessee.
HON. A. H. H. STUART,	Virginia.
GEN'L RICHARD TAYLOR,	Louisiana.
SURGEON GEN'L JOSEPH K. BARNES, U. S. A.,	Washington.
CHIEF JUSTICE MORRISON R. WAITE,	Washington.
RIGHT REV. H. B. WHIPPLE,	Minnesota.
REV. BARNAS SEARS, D. D., General Agent,	Virginia.

Trustees of the University of Nashville.

HON. EDWIN H. EWING,	<i>President.</i>
HIS EXCELLENCY, JAS. D. PORTER,	<i>Ex-officio.</i>
FRANCIS B. FOGG, ESQ.	SAMUEL WATKINS, ESQ.
JACOB V. MCGOROCK, ESQ.	HON. JOHN TRIMBLE.
HON. CHARLES READY.	CHAS. K. WINSTON, M. D.
WM. T. BERRY, ESQ.	A. V. S. LINDSLEY, ESQ., <i>Treas.</i>
JOHN T. BASS, ESQ.	HON. SAMUEL WATSON. [<i>& Sec'y.</i>
HON. WM. F. COOPER.	JOHN OVERTON, ESQ.
ROBT. C. FOSTER, M. D.	HON. H. H. HARRISON.
ALEX. J. PORTER, ESQ.	HON. SAMUEL MORGAN.
ABRAM L. DEMOSE, ESQ.	HON. E. H. EAST.
FRANK T. REID, ESQ.	WM. B. REESE, ESQ.
EBEN S. STEARNS, Chancellor.	

State Board of Education of Tennessee.

HIS EXCELLENCY, JAS. D. PORTER, <i>Ex-officio</i>	<i>President.</i>
J. BERRIEN LINDSLEY, M. D., LL. D.,	<i>Secretary.</i>
HON. EDWIN H. EWING.	J. J. REESE, ESQ.
LUTHER G. TARBOX, ESQ.	R. W. MITCHELL, M. D.

Instructors.

EBEN S. STEARNS,	<i>Chancellor and President.</i>
JULIA A. SEARS.	EMMA M. CUTTER.

"The Pioneers," Present and Enrolled as Students, December 1, 1875.

LIZZIE LEE BLOOMSTEIN,	Nashville.
MATTIE CAPPS,	Livingston Co.
AUGUSTA GATTINGER,	Nashville.
ALIDA B. HARRISON,	Nashville.
LIZZIE KEEL,	Nashville.
LOUISE LINDSLEY,	Nashville.
ALICE R. PHILLIPS,	Nashville.
AGNES W. PUTNAM,	Coffee Co.
JOSEPHINE ROESFELD,	Nashville.
CALLIE SNEED,	Alexandria.
MARY A. F. STEARNS,	Nashville.
FANNIE WHITNORTH,	Nashville.
VIRGINIA Z. WILSON,	Nashville.
ELIZABETH WOODFIN,	Nashville.

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